**FS 3 Technology in the Learning Environment**

**EPISODE 1**

**The School’s Learning Resource Center**

**Name of FS Student:** OKISHIMA, TRINITY AHNN SUMIYE G.

**Course:** CPRT **Year & Section:**

**Resource Teacher:** SHIRLEY G. PACLAR **Signature:** \_\_\_\_\_\_

**Cooperating School:**  TIBANGA SDA ELEMENTARY SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LEARNING RESOURCE CENTER OBSERVATION REPORT**

Name of Center Observed: Library, computer laboratory, classroom \_

Date of Observation: OCTOBER 11, 2011 \_\_\_\_\_\_\_

**List of Available Learning Resources**

|  |  |  |
| --- | --- | --- |
| **Available Learning Resources** | Characteristics and Unique Capabilities | Teaching Approaches where the Resource is Most Useful |
| 1. Print Resources  * Books * Workbooks | Books in the library are mostly in good condition. They are seldom used because each of the students has their own books and workbooks. | Books are used during discussions. Workbooks are used for home works. |
| 1. Audio/ Video Resources  * Television * DVD player * Music instruments | Each of the class has Television and a DVD player. All are in working condition. | Television and DVD players are useful during film showing. Musical instruments are introduced during lessons about music and when a student has enrolled a lesson to learn how to play a certain instrument. |
| 1. Non-electronic visual resources  * Posters * Board displays * Chalkboard * Flash cards * Flannel Board | Board displays are creatively done. Some of it involves student’s accomplishments. Some chalkboard has pictures posted on its sides that are used to motivate students to participate in activities. | Posters are shown to the class when its contents are related to the lesson. Flannel boards are used for storytelling. Flash cards are for class drills. |
| 1. ICT Resources  * Computers | They have 13 computers in the computer lab. All are in good condition. | Computers are used during computer class by Grades 4,5, and 6 students |
| Impression: The school has good learning facilities, yet they need to have more such as projectors, science laboratory, models, speech laboratory, audio visual room and many more. | | |
| Name and Signature of Observer: TRINITY AHNN SUMIYE G. OKISHIMA | | |
| Name and Signature of the Resource Person: SHIRLEY G. PACLAR | | |

**ANALYSIS**

1. Were the learning resources/materials arranged properly according to their functions and characteristics?

The school doesn’t have a resource learning center. Their learning materials are found in the

classroom, library, and computer laboratory. In the classroom, some of the materials are posted

in the board displays and at the front like the posters and other pictures. Some are in the

cabinet. In the library, the books are grouped according to sections such as science,

Math, Filipiniana, etc. and are arranged according to codes. On the other side of the library,

the music instruments are placed. Computers are placed in the computer laboratory.

1. Do the guidelines and procedures facilitate easy access to the materials by the teachers? Why? Why not?

Yes, the teachers can easily access materials in the library, because they just need to sign in the

logbook and list the materials they borrowed. If it is a book they need to borrow, then they use

the borrowers card.

1. What are the strengths of this Learning Resource Center?

In the library, they have quite a number of new books. The presence of musical instruments

makes the learning real and is not limited on the book. The presence of multimedia in the class-

rooms makes the accessibility of audio-visual learning easy.

1. What are its weaknesses?

There is no Learning Resource Center and there is a need of more learning facilities.

1. What suggestions can you make?­

The school must have a Learning Resource Center if possible.

**REFLECTIONS**

1. Which of the materials in the learning resources caught your interest the most? Why?

The presence of musical instruments caught my interest. Not all institutions put importance on the enhancement of musical skills.

1. Which gadgets/materials are you already confident to use/operate?

I know how to use the multimedia ( TV and DVD) and the computers, as well as the 2 Dimensional materials ( flashcards, flannel board, etc).

1. Which ones do you feel you need to learn about?

I feel I need to learn on how to play some musical instruments to impart other skills to the students.

1. Read an article about your answer in number 3. Paste a copy of the article here.

# How To Play Violin For Beginners

If you looking for **how to play violin for beginners** keep reading below. For those who love music, it is easy to understand the fascination with the violin. It produces a beautiful sound, is relatively small compared to other instruments, and can be used to play almost any song. In fact, it can play most of the classics and many of the modern songs. Moreover, the violin is also a very important instrument in any orchestra, making up a sizeable portion of the entire group. So if you are one of those who have become eager to master this instrument, read on to find out how.

The very first step is to be familiar with your violin. Its most important components are the body, the fingerboard, the strings, and the pegs. The body is the main sound chamber, while the fingerboard is where you press your fingers to alter the string’s pitch. Meanwhile, the pegs are used to tune the strings to the E,G,D, and A notes. As for the bow, the main parts are the frog, where you grip the bow, and the bow hair, which glides along the strings and vibrates them. Consult a picture for more accurate representations.

The second step is to learn how to tune your violin. As previously noted, the strings are tuned to the E,G,D, and A notes. The intervals between them is what is known as a perfect fifth (the distance between the lower note and five lines and spaces above it). G is the thickest and lowest string, D is next to it, followed by A, and then E, the thinnest and highest-pitched string. Tuning is usually started with the A string, using a tuning fork, tune pipe or a piano. In a properly tuned piano, the A string corresponds to the first A key to the right of the middle C key. You can now locate the other strings relative to this. Now, gradually tighten or loosen the corresponding peg until you have tuned all the strings.

The third step is to learn how to hold the violin. Your left hand should grip the fingerboard, at around the neck area, with the top of the left thumb being slightly visible. The black chin rest should be positioned below your jaw. To provide support for the violin’s weight, your left shoulder should be located under the chin rest. Now, keep the violin level using your left hand. As for the bow, your right thumb should be on the inside part of the bow, right where the frog is located. Your three middle fingers should lie outside the bow. The index finger should lie on top of the bow stick, at the level of the second joint, while the pinkie finger should also be on top, near the adjustment screw.

Now it’s time to play. If you have not done so, apply some rosin on your bow to ensure a good sound. Then, place the bow approximately halfway between the bridge and the fingerboard, slightly tilted toward the scroll. Choose a string by raising or lowering your elbow to the appropriate height, and then pull the bow along that string as straight as you can, parallel to the bridge, while maintaining a slight downward pressure. At first, you should try to play open strings (no finger pressed down). Then, once you can play one string at a time without touching the other strings, you can proceed to practice scales.

That was the simple part. To be a good player, you need to practice a lot, without losing sight of the basics. Practice every day, for about 15 minutes, progressing until you reach an hour. Concentrate on simple pieces first, and work out the hard parts before trying other pieces. Hope you enjoy how to play violin for beginners here.

**FS 3 Technology in the Learning Environment**

**EPISODE 2**

**Bulletin Board Displays**

**Name of FS Student:** OKISHIMA, TRINITY AHNN SUMIYE G.

**Course:** CPRT **Year & Section:**

**Resource Teacher:**  SHIRLEY G. PACLAR **Signature:**

**Cooperating School:**  TIBANGA SDA ELEMENTARY SCHOOL \_\_\_\_\_\_\_\_\_\_\_\_\_

**BOARD DISPLAYS EVALUATION FORM**

Topic of the Board Display MSEP

Location of the Board Display in School Inside the classroom

Check the column that indicates your rating. Write your comments to back up your ratings.

4-Outstanding 3-Very Satisfactory 2-Satisfactory 1-Needs Improvement

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **1** | **2** | **3** | **4** | **Comments** |
| **Effective Communication**  Conveys the message quickly and clearly |  |  | ✓ |  | The presence of the pictures and captions which are relevant to the theme of the boards conveys the message clearly. |
| **Attractiveness**  Colors and arrangement catches and holds interest |  |  |  | ✓ | The letters are with varied colors. The borders are nice. |
| **Balance**  Objects are arranged so stability is perceived |  | ✓ |  |  | The pictures are well arranged. Only few words are to be rearranged. |
| **Unity**  Repeated shapes or colors or use borders holds display together |  |  | ✓ |  | There are letters with the same color while others have varied color but the borders hold the display together. |
| **Interactivity**  The style and approach entice learners to be involved |  | ✓ |  |  | Student’s best work are being posted. |
| **Legibility**  Letters and illustrations can be seen from a good distance |  |  |  | ✓ | Letters are bold enough to be seen at a distance |
| **Correctness**  Free from grammar errors misspelled words, ambiguity |  |  | ✓ |  | There were no errors in terms of grammar and spelling |
| **Durability**  Well-constructed, items are securely attached |  |  |  | ✓ | The items are securely attached. The board is well constructed. |

**BOARD DISPLAYS OBSERVATION REPORT**

Name of School Observed: TIBANGA SDA ELEMENTARY SCHOOL

School Address: Barangay San Miguel Tibanga, Iligan City

Date of Visit: October 11, 2011

In every classrooms there are board displays, one is for health information which is consist of posters of food pyramid and hygienic activities, the other is consist of birthdates of the students, schedules of cleaners, and the best written works of the students. The rest of the boards are for the different subjects that is taught in the class which is filled with colorful pictures and captions. Outside the classrooms, in the frontage of the school, there is a bulletin board which is for the information of everybody. It is consist of announcements to teachers and students. It has also a poster of the food pyramid and education programs of other schools around the city. The board displays are well constructed and they are creatively done. It can catch attention and hold interest at the first look and the contents are all appropriate to the theme of the board, only that a few of the boards have words that are needed to be arranged properly to avoid confusion to the readers. Most of the letters are bold enough to the seen at a distance. The uniqueness of the boards is that they convey the integration of faith and learning. Some of the boards have a picture of Jesus and some has Bible text.



**ANALYSIS**

1. Did the board display design reflect the likes/interests of its target audience? Why? Why not?

Yes it did. The boards are made with colorful materials and artistic designs that catch

interest and can hold attention. The borders are nice and the content are just appropriate to the

theme of the board. Children love to see materials with varied colors, and they are interested

with pictures. With the looks of the boards, they will like to look at it.

1. Was the language used clear and simple for the target audience to understand? Why? Why not?

Yes, the words used are appropriate to the level of the students where in the student that will

read it can understand its thought. The words are also bold enough to be clearly seen. Only that

few of the words needs to be arranged properly to avoid confusion to the thought of the

sentence.

1. What do you think was the purpose of the board display? Was it effective? Why? Why not?

In my own opinion, the purpose of the boards is to convey information to the students, such as ,

information about the content of the subjects, proper hygiene and values formation.

It also serves as motivation tool for the students to do their best. And as I look on it, it works for

its purpose. By its designs it holds attention, the contents are appropriate that provides learning

information, and the boards are not merely filled with written words but also pictures that

facilitates easy understanding.

1. What suggestions can you make?

To rearrange some of the words to convey much clearer thought of the sentence and to

add more contents which will invite participation of the students aside from information that it

conveys.

**My Proposed Board Display**

|  |
| --- |
| Theme: Activity Board |
| Board Title: Do what is asked |
| Rationale: To enhance students participation in learning by using board display. |
| Objectives:   * At the end of the day, students will be able to provide answers on the posted questions or will be able to do the task being posted. * At the end of the day, students will have additional information or learning aside from what is discussed in the class. |
| Best features of my proposed bulletin enhancement:  It will consist of trivia and task for the students to do. |
| Content Resources (Name each needed resource and give each a brief description):   * Books – it could be from all types of subjects * Journals – Those that are fitted to the level of the students * Internet – sites with reliable information |
| Materials for aesthetic enhancement:   * Styrofoam * Cartolina/ colored paper * Cut-out letters and pictures * Cutting materials * Indigenous/ recycled materials * Pasting materials |

**My Board Display Lay-out**

|  |
| --- |
| **Post it**  **here**  **Trivia**  **Do what is asked**    **Answer**  **Task** |

**REFLECTIONS**

1. Name at least 5 skills that a teacher should have to be able to come up with effective board displays. Elaborate on why each skill is needed.

a. Artistic – The teacher must have a sense of art in order to make an attractive board

display. He/ she must know how to combine colors and make designs appropriate to the

theme and purpose of the board display.

b. Informative – The board display must have varied yet appropriate information.

Information placed on the board display may provide additional knowledge to the audience. That is why the teacher must gather information from all types of sources.

c. Resourceful – A board display doesn’t need to be expensive for it to be nice.

Resourcefulness of the teacher may contribute to the beautification of the board. Aside from that, it may also convey additional information to the audience aside from what is being written and posted (i.e. the use of indigenous materials to make a collage).

d. Idealistic – For the board display to facilitate learning, the teacher must think of an idea of

what his/ her board display would look like and how will it work for the learning of the audience. The board must not only be a picture for display to be appreciated but it must project an appeal to the audience that would motivate them to do something in order to learn.

e. Observant – Assessment is very important in order for the teacher to identify what is the

need of the students. That is why a teacher must develop the assessment skill so that he/she will have an idea of what type of board display he/she will make to fill in the need of the students in terms of learning.

1. Which of the skills do you already have? Recall your past experiences in making board displays. How do you practice these skills?

I have the sense of art, a little of the resourcefulness and a little of being idealistic. But I have not made any board display yet. I just practice this skills every time I do art works such as making scrapbooks and etc.

1. Which skills do you still need to develop? Reflect on how you can improve on or acquire these skills.

I think I need to develop my assessment skills by trying to observe the learning needs of others. As well as to be informative by searching through books, magazines and internet.

**FS 3 Technology in the Learning Environment**

**EPISODE 3**

**See and Say (Utilization of Teaching Aids)**

**Name of FS Student:** OKISHIMA, TRINITY AHNN SUMIYE G.

**Course:** CPRT **Year & Section:**

**Resource Teacher:** SHIRLEY G. PACLAR **Signature:**

**Cooperating School:**  TIBANGA SDA ELEMENTARY SCHOOL

**OBSERVATION REPORT**

Date of Observation OCTOBER 11, 2011

School: TIBANGA SDA ELEMENTARY SCHOOL

Subject: Mathematics Topic Prime Numbers

Grade/Year Level Grade IV

The students were having their review and the topic was all about Prime numbers. Before the discussion started, the teacher distributed smileys to the students which is made of colored “cartolina”. The smiley has 2 faces. The first side has a happy face and the other side has a sad face. The teacher also prepared small cards with numbers written on it. She posted a happy face and a sad face on the board. She instructed the students to guess every number that she will show to them, whether it belongs to the happy face or to the sad face by raising their smileys facing the sad face or the happy face. After every guess of the students, she posted those numbers on the board grouped into sad face and the happy face. All the students participated in the activity. After all the numbers were guessed, she instructed the students to guest the topic they are going to discuss. Those who will be able to guess will have points. The students were all motivated to participate and tried to guess, and some of them were able to guess.

After the activity, the teacher made a short explanation of what is prime numbers. Then she gave the students a written exercise after the discussion. The score showed that most of them got perfect. Only a few got a few wrong answers.

**UTILIZATION OF TEACHING AIDS FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| Grade/Year Level of Class Observed: Grade IV | | | |
| Date of Observation: October 11, 2011 | | | |
| Subject Matter: Mathematics | | | |
| Brief Description of Teaching Approach Used By the Teacher:  The teacher used the concept attainment approach by letting the students guess the topic through an activity. | | | |
|  | | | |
| **Teaching Aids Used** | **Strengths** | **Weaknesses** | **Comments on the Appropriateness of the Teaching Aids Used** |
| * Smileys * Cards with numbers | 1. The smileys caught the students interest 2. Materials used were done with creativeness 3. The idea of using the materials as a teaching aid was good and effective. 4. Unique | 1. The cards  with the  numbers  are too  small  2. The teacher  lack energy  in presenting  the teaching  aids. | The teaching aid used was appropriate to the lesson. It caught the attention and participation of the students. And it was effective to the learning of the students as showed by the score of their written exercise. |

**ANALYSIS**

1. What do you think prompted the teacher to choose the materials/learning resources that she/he used?

Maybe the teacher wanted her students to participate in the learning process. In my own understanding, she wanted to let her students be attentive and be participative in their lesson and let her students utilize their analytical skills. And to catch their attention and aid the teachers intention, those materials are the perfect fit. The teacher was trying to use her creativeness to facilitate the learning.

1. What difficulties, if any, did the teacher experience? How can this be managed?

There was no difficulty that the teacher experienced as observed. The class was well managed and the teacher did not find it hard to convince her students to participate in the activity.

1. Over-all, were the learning resources/materials used effectively? Why? Why not?

Yes it did. First, all the students participated in the activity. Second, some of them were able to guess what was asked. And the third, their scores on their quiz showed a positive result.

**REFLECTIONS**

Put yourself in the place of the teacher. What would you do similarly and what would you do differently if you will teach the same lesson to the same group of students? Why?

If I will be the teacher of that class teaching with the same lesson, I will also do some activities and not merely discussing. I will also use the concept attainment approach. If it is possible, I will use projection system as my tool. I will create a game through the use of projector. If the resources are not available, I will use boards (cardboards) and utilize their physical activity by dividing them into groups to be followed by a short discussion. This is to facilitate the visual, auditory and the kinesthetic learners.

**FS 3 Technology in the Learning Environment**

**EPISODE 4**

**Tools of the Trade (Teaching Aid Banks)**

**Name of FS Student:** OKISHIMA, TRINITY AHNN SUMIYE G.

**Course:** CPRT **Year & Section:**

**Resource Teacher:** SHIRLEY G. PACLAR **Signature:**

**Cooperating School:**  TIBANGA SDA ELEMENTARY SCHOOL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

OBSERVATION NOTES

Name of School Observed: TIBANGA SDA ELEMENTARY SCHOOL \_\_\_\_\_\_

School Address: Brgy. San Miguel, Tibanga, Iligan City

Date of Visit: October 11, 2011

As I went around the school I saw learning materials that could be useful in teaching my lessons. Those are multimedia and computers. I am teaching endocrine system to the nursing students. And I want them to familiarize the parts of that system as well as to be acquainted with its functions. Computers will be a useful source for searching information and the multimedia will be a good instructional media to aid the discussion. And these resources are available in the school where I am teaching. To add more learning resources, I can make power point presentations and project it by the use of LCDs, I can also make cut-outs and flash cards for learning enhancement activities and evaluation purposes.

**LEARNING RESOURCES ON A SPECIFIC CONTENT AREA**

TOPIC Endocrine System \_\_\_\_\_\_Grade/Year Level: Level III – Nursing Students

**Endocrine**

**Concept**

Hand- outs

To be made

Video tapes

Available

Books

Available

White board

Available

Cut- outs

To be made

Model (Manikin)

Available

Computer/laptop

Available

LCD Projector

Available

**ANALYSIS**

Give at least three benefits of doing a survey of available materials before making your own materials? Explain each.

1. Doing survey of available materials will give a new idea to the teacher of what to make and how to make it. There may be unique learning materials that could be beneficial to the lessons that the teacher will be teaching, and by looking at other materials he/she can have additional information on what to do.
2. Doing surveys can help the teacher realize what other learning materials that she/he need to make or avail in order to enhance learning in his/her class
3. Doing survey may also help the teacher evaluate if the material he/she will be making is beneficial or relevant to his/her lesson.

**REFLECTIONS**

1. Which of the materials did you like making the most? Why?

Making power point presentations - I can put different graphic designs, effects and transitions. I can also insert pictures, video clips and even sounds. Making power point presentations aids to enhance creativity.

1. What difficulties, if any, did you encounter in making the materials? How did you overcome them?

I did not encounter problems in making my presentation because the power point program has a guide on how to use it.

1. What tips can you give teachers regarding preparation of teaching materials?

The teacher must assess first what are the learning styles of his/her students. She must see to it that his/her materials will fit to the learning styles of the students for the learning to be effective. The teacher must also identify what is the best material that she should use to present her lessons. The teacher may do surveys to the available materials or can search through the internet.

**FS 3 Technology in the Learning Environment**

**EPISODE 5**

**Paper Works! (Preparing Hand-outs)**

**Name of FS Student:** OKISHIMA, TRINITY AHNN SUMIYE G.

**Course:** CPRT **Year & Section:**

**Resource Teacher:** SHIRLEY G. PACLAR **Signature:**

**Cooperating School:**  TIBANGA SDA ELEMENTARY SCHOOL \_\_\_\_\_\_\_

**HAND-OUT PLAN**

**Subject Matter** NEPHROTIC SYNDROME

**Grade/Year Level** Level III – Nursing

**Outline:**

* Introduction

I. Definition of the disease

* Normal Anatomy of Urinary System
* Pathophysiology
* Signs and symptoms
* Nursing Management

**Type of Graphic Organizers/flow-chart/schema to use: Concept Map**

Risk factors

Legend:



Mechanism of the disease

Signs and symptoms

High salt intake

Acute glomerulonephritis

Insecticides & herbicides

Glomerular permeability

Glomerular permeability

Systemic Edema

ascitis

Reduced blood osmotic pressure

hypovolemia

Fluid retention reflex

Increased plasma volume

BP

Hyperlipidemia

Hepatic lipoprotien production

hypoalbuminemia

Protein loss

Increase glomerular capillary pressure

Proteinuria albuminuria

Glomerular damage

Cellular necrosis

Contributing factors

ascitis

Systemic Edema

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**ANALYSIS**

1. What are the good features of a handout?

A good handout must be concise and can be understood by the readers. It must contain the important information that the students must know about the topic or the lesson. To shorten it, the use of bullets may contribute as well as the use of diagrams, flowcharts, etc. The content must be sequenced properly to avoid confusion.

1. Which of these features are present in the handout I made?

All of these features are present. The handout I made was concise and comprehensive. I contained the information in which I want my students to know. I sequenced the details properly to avoid misconceptions. I used bullets and concept map to summarize the disease process.

1. Which features are not present in the handout I made?

None. All the features that I know that a handout must have are present in my handout.

**REFLECTION**

1. What difficulties, if any did you encounter in making the handouts? How did you overcome them?

To make a handout is not totally difficult. The only thing that took time and needed brain storming when I made my handout is the conceptualization of the flow of the handout and the diagrams and concept map that I included. So first I did was to make an outline of the content of my handout. Then I read several references to form my concept map.

1. What tips can you give teachers regarding preparation of handouts?

The teacher must identify first her objectives and the purpose in making the handout. Then he/she must conceptualize the flow and content of the handout by making an outline. The teacher must also read several references so that the handout will be an informative tool for the students learning.

**FS 3 Technology in the Learning Environment**

**EPISODE 6**

**Slideshow Biz (Slide Presentations)**

**Name of FS Student:** OKISHIMA, TRINITY AHNN SUMIYE G.

**Course:** CPRT **Year & Section:**

**Resource Teacher:** SHIRLEY G. PACLAR **Signature:**

**Cooperating School:**  TIBANGA SDA ELEMENTARY SCHOOL

**SLIDE PRESENTATION PREPARATION ACTIVITY FORM**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title of My Presentation: Parts of the Endocrine System | | | | | |
| Objectives:   * At the end of the discussion, the students will be able to enumerate the parts of the endocrine system. * At the end of the discussion, the students will be able to describe each of the parts of endocrine system. | | | | | |
| Subject Matter/Topic: Endocrine concept | | | | | |
| Enhancements (Check Appropriate Box): | | | | | |
| Graphics  Animation  Sound Effects | | Music  Voice Narration  Stylish Fonts | | Hyperlink  Others, please specify : Transitions, designs, video clips. | |
| Description of Appropriate Use: | | | | | |
| Presentation Story Board: | | | | | |
| Slide 1 | Slide 2 | | Slide 3 | | Slide 4 |
| Slide 5 | Slide 6 | | Slide 7 | | Slide 8 |
| Slide 9 | Slide 10 | | Slide 11 | | Slide 12 |
| Slide 13 | Slide 14 | | Slide 15 | | Slide 16 |

**ANALYSIS**

1. What are the good features of a slide presentation?

A good slide must be short. It must have 6 lines with 6 words on each line. It must have transitions and effects to emphasize some points of the lesson. It is also nice that it has pictures to show to the students what is being discussed. It must have also 1 design or theme for the whole slides to avoid confusion. The contents of the slides are the important points of the lesson and must not include the whole words you have to say for the whole discussion.

1. Which of these features are present in the slide presentation you made?

All of these features are present in my slide presentation.

1. Which features are not present in the slide presentation you made?

There’s none

**REFLECTIONS**

What difficulties, if any did you encounter in making the slide presentation? How did you overcome them?

Making power point presentation is an interest to mebecause I can do most that I wanted to do to make my slides good and informative. There were no difficulties that I’ve encountered because the program has guides on how to use its features. If there is a certain feature which I don’t know how to use, then I just simply click help or go to google to find the answer if there’s an internet access.

**FS 3 Technology in the Learning Environment**

**EPISODE 7**

**My E-World (Websites)**

**Name of FS Student:** OKISHIMA, TRINITY AHNN SUMIYE G.

**Course:** CPRT **Year & Section:**

**Resource Teacher:** **Signature:**

**Cooperating School:**

**WEBSITE VISIT ACTIVITY FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Site Author: | Mark McCourt | | |
| Name of Site: | www.topmarks.co.uk | | |
| Posting or Revision Date: | ©2007 | | |
| Organization represented: |  | | |
| Date of Access: | October 18, 2011 | | |
| URL: | <http://www.emaths.co.uk/tutorials/MultiplesFactorsPrimes/Multiples/Presentation_Files/index.html> | | |
| Brief Description of the material in the website: | The program was a form of a short tutorial. It has an audio and a presentation of the examples of the topic. | | |
| Evaluation of the Website: | | STRENGTHS | WEAKNESSES |
|  | | * It is informative and brief * Easy to understand | * Children may not be interested because the presentation is boring. * It only have an audio and numerical examples. * There is not much participation that a student can do. |

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Site Author: | Doina Popovici | | |
| Name of Site: | MATH-PLAY.COM | | |
| Posting or Revision Date: | ©2007 | | |
| Organization represented: |  | | |
| Date of Access: | October 18, 2011 | | |
| URL: | <http://www.math-play.com/Prime/prime-and-composite-numbers.html> | | |
| Brief Description of the material in the website: | It’s a type of quiz show were in a student has to answer the question by clicking the choice of the answer. | | |
| Evaluation of the Website: | | STRENGTHS | WEAKNESSES |
|  | | * It contributes fun while learning | * It lacks rationalization of the answers |

**REFLECTIONS**

Focus on a piece on concept of appropriateness of technology.

Using the internet as a learning tool is good and effective. Upon surfing on the internet, I saw many sites that has program to make learning fun and effective. Some of the sites has games and the other has tutorial programs. Indeed internet is an easy access tool for learning. All you have to do is to search and click. But aside from these benefits, internet access may also be dangerous to the learners. From the sites I visited, some of the learning is incorporated with violent games which are not a good influence to the children. Some of the sites are also link with sites which has the content that is not suited for children. Therefore, using internet as a learning tool is good. But proper supervision of the teacher is needed. Before giving the topic or activity to be search, the teacher must check the sites first and choose those that are safe for the children. The teacher must give proper instructions to the students.